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ABSTRACT

This paper reviews the history of Title VII bilingual education in Hawaii for the purpose of sharing promising practices that have emerged. The implementation of these models in Hawaii has resulted in such outcomes as the following: (1) improvement in students' English language skills; (2) improvement in students' academic achievement; (3) enhanced self-concept; (4) enhanced pride in cultural heritage; (5) increased competencies of bilingual and mainstream teachers and school, district, and state staff; and (6) increased involvement of limited-English-proficient (LEP) parents and community representatives in the schools. Topics covered include the linguistic and socioeconomic context for Title VII bilingual education projects in Hawaii, a historical review of Hawaii's efforts in bilingual education, Hawaii's Title VII bilingual education projects, 1975-2000, an extensive listing of lessons learned, and speculation on the future of Hawaii's Title VII bilingual education projects. In addition to references, there are three appendices. Appendix A is a listing of Hawaii State Department of Education Title VII project-developed materials in bilingual and multicultural education, divided into teacher and student resource materials. Appendix B lists Hawaii's promising practices in education with a listing of 25 past projects and 5 ongoing ones. Appendix C is a bar chart depicting all of Hawaii's bilingual education projects, from 1975 to 2000. (KFT)

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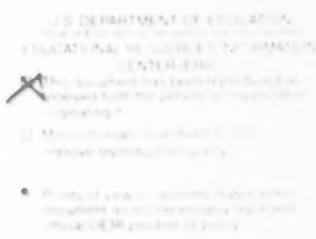

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A Historical Perspective on Title VII Bilingual Education Projects in Hawai'i

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By Josephine Dizon Pablo, Belen C. Ongtoc, and Stan Koki

Over the past three decades, new insights about how children acquire languages and how they excel in other subjects have changed the way educators think about bilingual education. Educational researchers have determined two important principles:

- Given access to challenging curriculum, language-minority and limited-English-Proficient (LEP) students can achieve the same high standards as other students.
- Proficient bilingualism is a desirable goal, which can bring cognitive, academic, cultural, and economic benefits to individuals and to the nation.

To incorporate these findings, Congress charted a new policy direction for the Bilingual Education Act when it re-authorized the law for the fifth time in 1994. This comprehensive law expresses the Federal government's commitment to bilingual education (Crawford, 1997).

In Hawai'i, numerous bilingual education projects funded by Title VII have been completed during the past three decades, beginning in 1974. This paper reviews the history of Title VII bilingual education in Hawai'i for the purpose of sharing promising practices that have emerged. It is hoped that these promising practices and models will be considered by Pacific educators as they work to develop and implement bilingual education programs in their respective entities. The implementation of these models in Hawai'i has resulted in such outcomes as: (1) improvement in students' English language skills, (2) improvement in students' academic achievement, (3) enhanced self-concept, (4) enhanced pride in one's cultural heritage and appreciation of other cultures, (5) increased competencies of bilingual and mainstream teachers and school, district, and state staff, and (6) increased involvement of limited English proficient parents and community representatives in the schools.

The Linguistic and Socioeconomic Context for Title VII Bilingual Education Projects in Hawai'i

The selection of the linguistic medium of instruction in Hawai'i's educational system has been a long-standing issue, ever since immigrants came to live and settle in the islands. At one time, the early missionaries used the native Hawaiian language to educate the Hawaiians, but it became difficult to make this language the medium of instruction for the children of missionaries and those of other nationalities who had immigrated to Hawai'i. This English-speaking group of immigrants was allied with Great Britain and the United States. Although initially small in number compared to the non-English speaking population of the islands, this group wielded greater political power than the non-English speaking population. Therefore, English became the primary language of commerce, government, diplomacy, and eventually, of culture and education.

The shift to an all-English language of instruction in Hawai'i schools did not happen overnight. However, once this decision was reached, the critical language policy question was no longer what language to use in schools, but how to teach standard English to non-English speakers. The importation of plantation workers from a variety of nations and language groups brought about the evolution of a contact language that was widely spoken throughout Hawai'i– Hawai'i Creole English, or pidgin. Pidgin emerged to become the principal medium of communication for business and social affairs between and among different cultural groups, as well as the medium of communication between immigrant parents and their island-reared children.

In time, the expansion of industry and the steady influx of military personnel brought increased numbers of native English speakers to Hawai'i. Many of these people were unable to send their children to private schools but were reluctant to send them to the public schools, primarily because of the pidgin influence.

During the late 1920s, the Hawai'i Department of Public Instruction–which became the Hawai'i State Department of Education in 1960–responded to pressures from influential segments of the community by designating certain schools as English-standard schools. The criterion for admission to these schools was the demonstrated ability to speak the English language satisfactorily. Thus, a *de facto* segregation on the basis of language ability existed in Hawai'i's educational system, a situation that lasted until the time that the English-standard schools were formally abandoned in 1940. Operationally, however, vestiges of the English-standard school system existed until as late as 1960, when the last English-standard class at Roosevelt High School was finally abolished (Office of Instructional Services, 1985).

The issue of how to educate students who speak a language other than English continues to challenge the Hawai'i educational establishment, as elsewhere. In 1965, one out of four immigrants to the United States was Asian; by 1975, the ratio had risen to one out of three, with many making their homes in Hawai'i. This influx has been consistently higher than the rate elsewhere in the country: Hawai'i's immigrant rate is currently more than four times the national average. The challenge of educating children of non-English speaking immigrants will therefore continue to be a permanent challenge in Hawai'i and across the nation.

The Hawai'i Department of Education (DOE) responded to this challenge by establishing a program initially called Teaching English to Speakers of Other Languages (TESOL). Since then, the name of the program has changed to Students of Limited English Proficiency (SLEP) and then to English for Second Language Learners (ESLL). This program has been complex because, although state-supported, it includes a substantial number of projects that for many years were federally funded through the Title VII Bilingual Education Program, the Transition Program for Refugee Children, and the Emergency Immigrant Act. This was because the state-funded program did not have sufficient resources to meet the service demands of the increasing population of limited English proficient students. Therefore, the Department was receptive to receiving supplementary resources from Federal grants, particularly Title VII, whose concerns coincided with that of the TESOL program.

Hawai'i's Efforts in Bilingual Education

The bilingual education effort in Hawai'i was affected by several critical events in the late 1960s and early 1970s: (1) the liberalization of immigrant policies in 1965, (2) the end of the Vietnam War, (3) Affirmative Action legislation, and (4) the passing of the 1968 Bilingual Education Act. The liberalization of immigration policies and the ending of the Vietnam War contributed to the increased flow of immigrants and refugees into the continental United States and Hawai'i; Hawai'i was particularly affected because it is a major port of entry for people coming to the U.S. from Asia and the Pacific, and a large number of immigrants and refugees chose to settle in the islands. The legislation of Affirmative Action statutes, part of a larger civil rights activism in the United States, focused on improving minority access to not only education, but also to jobs and other social resources and benefits available to citizens. The Bilingual Education Act, which aims to equalize access to educational opportunities for language-minority groups, brought national attention to the importance of education tailored for students who speak a language other than English. This purpose was greatly aided by the *Lau v. Nichols* U.S. Supreme Court decision of 1974, which requires that schools provide instruction that is accessible to students whose native language is other than English.

In the mid-1970s, following the landmark *Lau v. Nichols* decision, state and local educational agencies were faced with the challenge of providing meaningful education to students who speak a language other than English. Federal funds under the Elementary and Secondary Education Act (ESEA) of 1968 were made

available to provide innovative (developmental, demonstration) programs that would meet the language and cultural needs of the students. As a result, "transitional bilingual education" (TBE) became the predominant instructional strategy to promote English language proficiency for limited English proficient students.

The initial intent for securing federal funds was based on the community's concern that these students were not receiving appropriate services due to insufficient state resources (Office of Instructional Services, 1985). Since 1985, the goal for bilingual education has emerged to "provide equal access to education and equity for language-minority students who speak a language other than English by institutionalizing bilingual/multicultural education." Based on this goal, the following objectives are foremost:

- To build the capacity of state educational agencies to provide quality bilingual/multicultural education to language-minority students through innovative, creative, and cost-effective projects.

- To increase the number of qualified teachers in bilingual/multicultural education through pre-service and in-service education.

- To increase parental involvement through empowering activities such as developing literacy, work and parenting skills, advisory, advocacy, and other leadership skills.

The U.S. Department of Education (U.S.ED) ESEA Title VII Bilingual Education Projects provide support to the state ESLL program by developing, demonstrating, and building the capacity of the state to improve service delivery to limited English proficient students. Title VII projects supplement the state's funds and activities by providing direct instructional services to students of limited English proficiency, developing/adapting instructional materials, training bilingual/ESL staff, field testing strategies and models, developing evaluation designs, improving and strengthening parent involvement, and providing technical assistance and support. Emphasis is on building Hawai'i's capacity to provide adequate and appropriate educational services to limited English proficiency students, *with or without federal support.*

Title VII bilingual education projects are designed to address the same general curriculum requirements and performance expectations outlined for all students, nationally and locally. However, the mode of delivery concentrates on using explicit, distinctive, and innovative instructional approaches and techniques that build upon the capabilities and strengths of students of limited English proficiency, based on their specific language and culture orientation. These projects provide bilingual instruction, utilizing the native language and cultural background of students to facilitate learning. Curriculum content and classroom activities are integrated and coordinated with both the regular instructional program and the special language and educational services provided by the ESLL program. The Title VII Bilingual Education projects are integral parts of the ESLL program, which is the overall umbrella for educational services to language-minority students in Hawai'i. Specifically, Title VII projects aim to achieve three instructional objectives: 1) facilitate the development of English language proficiency, 2) promote academic success in content areas, and 3) foster a positive ethnic self-image and appreciation of other cultures.

Numerous promising practices have been produced through these bilingual education projects. They have been found by external evaluators to be effective in achieving their objectives:

- Bilingual/ESL instructional materials, which were innovative because they involved including students' native languages, literature, artifacts, and cultural activities to enhance student learning (see Appendix A for a list of materials available);

- Parent involvement materials for groups of parents who otherwise would have been disenfranchised– Project *A'O Like* developed a manual on cultural strategies for Filipino, Samoan, Korean, Japanese, and Vietnamese parents; Project *Holopono* developed "Holumua," a training module for parents; and School/Home Partnership in Bilingual/Multicultural Education in Early Learning translated English books and a book on stages of child development in the Ilokano, Samoan, and Tongan languages;

- Training materials and modules for bilingual/ESL staff, regular teachers, and state/district/school administrators on instructional delivery models that include team teaching/intervention, learning and newcomer centers, Sheltered English instruction, cooperative learning structures, and use of culture-bound learning styles;

- Cross-cultural counseling that recognizes and affirms the value of and respect for cultural diversity (for example, Project *Holopono*, Project *Ha'ahee*, Intermediate Grades Bilingual Instruction for Limited English Proficient Students, Project ACCESS, Project *Anuenue*, and Project *Kilohana*);

- Multicultural awareness activities/modules that promote harmony and appreciation of one's culture and the cultures of others;

- Evaluation designs with modified assessment instruments, which contribute to the state's assessment and evaluation (Hawai'i Bilingual/Bicultural Education Project developed reading and mathematics assessment instruments for Ilokano, Samoan, Hawaiian, and Korean students, and translated a self-appraisal inventory into Ilokano, Samoan, and Korean languages; Project *Ha'ahee* developed a student attitude survey–a measure of positive ethnic identity and attitude; most of the projects administered pre- and post-tests that measure growth or loss of positive self-concept and ethnic concept);

- Parent involvement strategies/models that include school-home assistant positions (Hawai'i Bilingual/Bicultural Education Project);

- Preschool and early childhood education models and strategies that prepare students and contribute to their early readiness for school by providing them with a literacy-rich learning environment and that involves parents more visibly and meaningfully at school (School/Home Partnership in Bilingual/Multicultural Education in Early Learning; Parents as Partners in Bilingual Education; Project *Keiki*, an enhancement project at Princess Nahienaena School in the Maui District; Project *Malama O Keiki O Lana'i*);

- Alternative instructional programs and strategies–Sheltered English instruction, cooperative learning, instructional program for Hawai'i Creole English (pidgin) speakers–that are capable of serving limited English proficient students in the absence of bilingual instruction (Project *Akamai*; Project PASS; Project *Keiki*; Math and Science Plus);

- In-service training courses and workshops in bilingual/multicultural education and English as a Second Language (ESL) open to all teachers;

- Action research studies in the education of under-served language-minority populations, such as teacher-student interaction patterns in bilingual and mainstream classes (Ongteco, 1991) and coping behavior patterns of students of limited English proficiency in the classroom (Pablo, 1980).

Hawai'i Title VII Bilingual Education Projects, 1975-2000

Since 1975, 35 separate projects that provide direct services have been developed, implemented for a period of one to five years, and disseminated. Statewide, an estimated $32 million of federal funds have been spent to serve an estimated 20,000 limited English proficient (LEP) students, and about 40% of non-LEP students have benefited from the projects through project staff, trained mainstream teachers, and parents who are more involved.

In addition, over the years, these various Title VII bilingual education projects have built the capacity of the state to provide quality education to students of limited English proficiency. Every year, an average of

500 project staff, mainstream teachers, and school and district administrators have been trained through workshops, credit courses, or on-site, school-based technical assistance. A total of 20 courses have been offered in bilingual/multicultural education and ESL, with an average of 10 courses being offered each year. Most of these courses have been for mainstream teachers who must complete a minimum of six university credits (Identification, Assessment, and Programming System, 1981).

ESEA Title VII regulations require projects to have a parent involvement component. Parents of LEP students are involved through: (1) information exchange in a language they understand; (2) hands-on activities where they serve as resources both inside and outside the classroom; and (3) advisory roles, where they serve as cultural leaders. Through the efforts of bilingual project staff, parent participation and involvement has increased steadily. Title VII projects have involved parents in the activities of preschool-age children, as well as in adult or basic literacy classes. Annually, Title VII projects have reached out to an average of 800 parents and guardians of students with limited English proficiency.

Bilingual/ESL/multicultural instructional materials, training, and parent involvement materials developed both in draft and final form include 135 titles. Of these, 31 titles have been revised and reviewed by the Hawai'i State Department of Education Communications Branch and approved for publication and dissemination. Most of the instructional materials (language arts, mathematics, science, social studies, cultural readers) are in English and Ilokano, Samoan, Tagalog, Chinese, Korean, Hawaiian, Japanese, Tongan, and Vietnamese (Office of Instructional Services, 1990).

These materials have been distributed statewide and are used by teachers to supplement the regular texts in classrooms. They have been disseminated on a limited basis to Pacific Rim countries, the continental US, and Canada.

Lessons Learned

Hawai'i's extensive experience in implementing Title VII bilingual education projects has taught practitioners a great deal about the promises and pitfalls of bilingual education as a delivery system, as outlined here and in the PREL briefing paper *Title VII Bilingual Education in Hawai'i: Lessons Learned* (Pablo, Ongteco, & Koki, 1999).

1. Successful and effective projects have depended on the following critical elements:

    - Strong commitment and support at all levels of the system;
    - The administrator's belief and mission to provide equal access to second-language learners, their parents, and their teachers;
    - Good working relationship between regular classroom and bilingual resource personnel;
    - Competent staff members (educational officers, educational assistants, field demonstrators, part-time temporary teachers, and resource teachers with bilingual capabilities or ESLL training) who are dedicated, caring, and able to work well with other school personnel;
    - Support of related programs, projects, and community agencies, and efficient coordination or integration of available resources to serve the ESLL population;
    - A structured, systematic, and comprehensive staff development plan and program (including both pre-service and in-service training) for project staff and other interested teachers;

- Full-time staffing whenever possible;
- Curriculum and strategies that address needs and prior knowledge and incorporate the language, content, and culture of ESLL students.

2. Parental and community involvement is a constant challenge, but language-minority parents can be involved at all levels of participation in school affairs, given the appropriate opportunities, support, and commitment from school administration and staff.

3. Funding for at least five years is necessary, in order to build commitment and capacity for schools and districts to continue providing educational services to students of limited English proficiency without reliance on federal dollars.

See Appendix B for a descriptive summary of each Hawai'i project and Appendix C for the chronology of Title VII bilingual education projects in Hawai'i from 1975 through 2000.

The Future of Hawai'i's Title VII Bilingual Education Projects

Bilingual education in Hawai'i has survived for almost a quarter of a century. It is a federal program whose lifetime is surpassed only by Title I. Due to the Hawai'i State Department of Education's effort and success in obtaining resources from the Title VII Bilingual Education Program, Title VII projects have continued to supplement the state ESLL Program for the last 25 years. The Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, recognizes Hawai'i's commitment to providing appropriate and adequate educational services to approximately 13,000 LEPS (IAPS, 1999). Federally funded bilingual education grants and resources have provided the state with almost $32 million since 1974, including joint applications. Title VII, along with other federal projects under the Improving America's Schools Act, will be reauthorized in 1999-2000. The need for bilingual education and teacher training in this area is still considered to be vital. Due to the changing demographics of the U.S. population, federal support for immigrants and/or speakers of languages other than English should be available in spite of the controversy regarding bilingual education.

It is expected that bilingual education projects will be available in Hawai'i beyond the year 2002, unless the state does not seek federal Title VII funds or obtain other sources of funding. Hawai'i has a greater need for bilingual education than do most other states in the nation: From 1990 to 1997, Hawai'i has seen a 40% growth rate in its LEP population, making it one of the states with the fastest-growing rates. In 1998-99, Hawai'i had 7.0% LEP students, and it is predicted that by the year 2001, the number of language-minority students in Hawai'i will have increased considerably.

The issue remains: How can 3.5 million LEP students nationwide attain the high-quality content and performance standards expected of **all** students?

The answer for Hawai'i, as stated in the Hawai'i SEA Bilingual Education Coordination Project vision statement, has been "to provide equal access to education and equity for linguistically and culturally diverse students by institutionalizing bilingual/multicultural education in the State, thus achieving bi-literacy for all students."

The goal of institutionalization of bilingual education can only be met after schools and the community recognize that bilingual education is good for ***all*** *students, not just students of limited English proficiency. In Hawai'i, efforts focus on equitable education for* ***all*** *children and defend their right to such education. The "whole village"—nationally, statewide, and locally—must unite as one in order to ensure that language-minority children are not excluded from the opportunity to pursue equity and excellence in our public schools.*

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APPENDIX A

Hawai'i State Department of Education Title VII Project-Developed Materials in Bilingual/Multicultural Education

To obtain any of these resources, please contact PREL's Production and Distribution department.

Teacher Resource Materials

Bilingual Rap Sessions: Group Counseling Strategy for Language Minority Students
These materials provide an opportunity for students to meet in a group with a bilingual facilitator, hear each other's stories, and encourage, support, and learn from each other.

Content Area Instructional Strategies for Students of Limited English Proficiency in Secondary Schools: A Sheltered Approach
This handbook for sheltered instruction includes sections on: a theoretical rationale for the Sheltered Approach and a listing of cooperative instruction behaviors; the critical elements of the Sheltered Approach and the components for a program design; and a brief presentation of lesson preparation and classroom management for sheltered instruction. It includes sample lessons in social studies, science, mathematics, and literature.

Cross-Cultural Resource for Classroom Use
This is a cross-cultural resource book to facilitate English language development and acquisition. Foundation Program Objectives II, III, and VII are emphasized, with social studies as the major content area.

HSTEC Preparation the Fun Way
This is a series of activities designed to introduce grades 7-8 ESL students to the 15 Essential Competencies and prepare them to take the Hawai'i State Test of Essential Competencies. It includes hands-on activities and games focusing on basic and life skills.

A Handbook of Expressions in English and ( )
This handbook contains a compilation of useful words and phrases in the classroom. Available in Hawaiian, Ilokano, Korean, Samoan, Tagalog (Pilipino), and Tongan.

I Get Ready
A Language Arts Readiness Resource Book, it contains a wide variety of language arts skill lessons for beginning reading. Available in Hawaiian, Ilokano, Japanese, Korean, Samoan, Tagalog (Pilipino), Tongan, and Vietnamese.

Oral Communication Strategies
This handbook assists teachers in appreciating Hawai'i Creole English and understanding its role in developing and enhancing standard English.

Picture/Word Cards and Teacher's Manual
This vocabulary and language skills development kit contains 152 flash cards with pictures of common nouns. The Teacher's Manual recommends activities in each of the following languages: Chinese, Hawaiian, Ilokano, Japanese, Korean, Samoan, Tagalog (Pilipino), and Tongan.

Resource Book for Teachers
This compilation of integrated language arts and cultural studies materials and activities is designed for use with grades K-6. It contains vocabulary, rhymes, customs and holidays, handicrafts, stories, legends, games and dances, foods, and information regarding working styles. Available in Ilokano, Japanese, Korean, and Samoan.

A Resource Unit on the Philippines
This is a resource unit on Philippine history and culture. Included are topics on Philippine geography, government, educational system, and social life, and about Filipinos in Hawai'i.

Song Books (for grades K-6)
Titles and languages available:

- *A Collection of Favorite Phillipine Folk Songs*
- *A Book of Songs in Ilokano*
- *Pese Samoa–Samoan Songs for Children*
- *Korean Songs for Young Children*
- *Japanese Children's Songs*

Teacher's Guide to Developing Essential Competencies for Language Minority Students
The manual outlines suggestions and strategies in developing the 15 Essential Competencies. It includes student booklets presented in comic-book format, focusing on problem solving skills.

- *I Wish My Stomach Had a Brain*
- *Lito, Sick Again?*
- *Mrs. Domingo's Lesson on Prescribed Drugs*
- *This Book Is About What?*
- *So Now, What Am I Supposed To Do?*
- *What, Auntie, Still Studying?*

Student Materials

Cultural Readers–a series of reading materials with cultural emphasis ranging in difficulty from Level A (easy) to Level F (difficult) reading levels. They contain both English and other language versions of the story, as well as activities in comprehension and other language arts skills.

Language: HAWAIIAN
Feast of Pi, Level E
Planting Taro, Level E

Language: ILOKANO
Filipino Stories of Long Ago, Level F
Planting Rice, Level D
Selected Riddles, Level D
Stories to Read, Level C
Stories to Tell, Level C
Stories to Tell & Write, Level D
Wrinkled Pinakbet, Level B

Language: SAMOAN
The Four Fa'ivae Sisters, Level E

Language: KOREAN
Daniel Goes to Korea, Level D
Old Tales from Korea, Level E
Tales of Korean Heroes, Level F

APPENDIX B

Promising Practices in Bilingual Education

From 1978 to the present, Hawai'i's SEA Grant (State Educational Agency Bilingual Education Coordination Project) has provided the overall coordination of Title VII IASA bilingual education projects and statewide technical assistance. The project aims to ensure equity and excellence for linguistically and culturally diverse students. Project objectives are to:

1. Assist local educational agencies or districts in the state with program design, capacity building, assessment of student performance, and program evaluation.

2. Collect data on the state's limited English proficient populations and the educational programs and services available to such populations.

Target groups are state/district bilingual education projects and school projects serving limited English proficient
students who are speakers of languages other than English (Hawaiian, Hawai'i Creole English, Ilokano, Korean, Marshallese, Samoan, Spanish, Tagalog, Tongan, Vietnamese, and others). The number of schools served ranges from 5 to 47.

Each of the following projects has been externally evaluated and found to be successful in meeting its objectives. Evaluation was based on test results, observation, student self-assessment, and interview with teachers, students, and parents. A summary of each Hawai'i project follows.

1. Hawai'i Bilingual/Bicultural Education Project (HBBEP)

Grades K-6, 1975-80

This project was the first bilingual education demonstration project in Hawai'i. The project field-tested a model for providing bilingual instruction (Transitional Bilingual Education–TBE) for speakers of Chinese, Ilokano, Japanese, Korean, and Samoan, which were the largest minority groups at the time. Full-time bilingual education assistants worked with regular teachers to provide appropriate services, particularly in language arts, mathematics, and multicultural education. The project developed bilingual materials–at least 100 titles–in language arts and mathematics in both English and in the target languages. Project leaders consider this project to have been exemplary.

2. Project *A'O Like* ("Learning to Do Together")

Parents, 1981-84

This parent leadership-training project provided training activities using parent trainers who represented seven major language groups. The project trained 213 parents during its third and final year. The parent trainers visited schools and worked with staff and parents of limited English proficient students. Products included a cultural strategies manual and materials on specific subjects, such as booklets or tapes on welfare assistance, health, and home management.

3. The Consolidated Bilingual/Multicultural Education Project

Grades K-8, 1980-84

This transitional bilingual education project was designed for intermediate Cantonese, Ilokano, Korean, and Samoan speakers and for elementary Hawaiian speakers from the Island of Ni'ihau. Field demonstrators/resource teachers and tutors provided bilingual support services in the core content areas. The project translated, developed, and adapted instructional materials in the languages of the target groups. Staff development included learning cross-cultural counseling skills.

4. **Honolulu District SLEP Learning Center**

Grades K-12, 1980-84

This demonstration project in six schools served approximately 600 students representing nine major language groups. The activities with the greatest demonstrated significance were orientation, tutorial assistance, counseling, parent involvement, job placement, and career development. The project model was integrated with the state-funded program for ESLL.

5. **Project *Ha'aheo* ("Pride")**

Grades K-12, 1981-83

This was the only desegregation support project funded by Title VII to serve minority students in grades K-12. It was also the first project that hired full-time resource teachers for the districts/schools. The project, which was for Ilokano, Korean, Samoan, Tongan, and Vietnamese speakers, involved ten schools in four districts. Four hundred students received services through four instructional modules: pre-placement orientation, ESL/bilingual/multicultural education, cross-cultural interaction, and home language enrichment. Bilingual/multicultural and ESL materials were modified and adapted, particularly in the content areas of language arts and social studies. Staff development activities included university credit courses, workshops, and onsite demonstration of strategies and materials.

6. **Hawai'i Bilingual/Multicultural Basic Secondary Project**

Grades K-12, 1982-85

This basic project served Hawaiian speakers in grades K-6, and speakers of Cantonese, Ilokano, Korean, or Samoan in grades 7-12. The project involved seven schools in five districts and served 604 students in its third and final year of funding. It developed a bilingual education instructional model for grades 7-12, which was field-tested and refined. Basic curriculum texts in language arts and social studies were used and modified for limited English proficient students. Major staff development activities included a seminar retreat for project staff and teachers, and summer courses.

7. **Project *Holopono* ("Success")**

Grades 4-6, 1984-88

This basic transitional bilingual education project served students who are Hawaiian, Hawai'i Creole English, Ilokano, or Samoan speakers. A total of 262 limited English proficient students at seven schools in four districts were served. The project improved academic achievement and cross-cultural relationships through bilingual/multicultural instruction for students and their parents. The students received direct instruction through four instructional modules: Pre-placement orientation, ESL/Bilingual/multicultural education, cross-cultural interaction, and home language enrichment. Other activities included parent training through workshop sessions and Adult Education classes, materials development, and staff professional training. This project was considered exemplary based on evaluation results that indicated a high rate of achievement of all objectives, including parent involvement. The Holomua parent training modules developed by this project were distributed to all schools.

8. **School/Home Partnership in Bilingual/Multicultural Education in Early Learning**

Preschool-Grade 1, 1982-85

This basic project was the first project to serve preschool and elementary (grades K-1) students who come from homes where Ilokano, Samoan, or Tongan is spoken. A total of 180 students from five schools–one public and four private–in three districts were served. The project field-tested an early learning bilingual education model that emphasized language development and positive self-concept in the content areas of language arts and math. Other activities included home tutorial instruction by parents and project staff, training for teachers and parents, and development of study units for parents and children.

9. **Project EXIT (English and Cross-Cultural Improvement in Testing)**

Grades 9-12, 1983-88

This basic transitional bilingual education project served students who come from homes where Ilokano or Samoan is spoken. At least 83 limited English proficient students from five secondary schools in three districts were served. The project field-tested a bilingual education model that helped to increase the number of limited English proficient students who passed the Hawai'i State Test of Essential Competencies, and the number who met graduation requirements. Activities included development and adaptation of bilingual instructional materials and strategies addressing the 15 Essential Competencies, training of teachers, and parent advisory committee work.

10. **Bilingual Education for Students with Exceptional Needs**

Grades K-6, 1985-86

This transitional bilingual education project served students who speak Ilokano or Samoan. Fifty-seven disabled/specially challenged limited English proficient students from seven schools in four districts were served. The project provided bilingual/multicultural support services to students through activities that facilitated language acquisition, fostered academic success, enhanced social skills, and strengthened self-concept. The project included staff training, materials development, and parent involvement through home visits and training.

11. **Intermediate Grades Bilingual Instruction and Counseling for Limited English Proficient Students**

Grades 7-8, 1985-90

This bilingual education project served students who speak Ilokano, Korean, Samoan, or Tagalog. A total of 360 students from eight schools in four districts were served. The project provided bilingual counseling and instruction to limited English proficient students who were alienated, underachieving, or identified as potential dropouts, as evidenced by attendance reports and teacher referrals. Activities included training for project staff in bilingual/multicultural education and counseling, and parent involvement through home visits and advisory committee work.

12. **Parents as Partners in Bilingual Early Education**

Grades K-3, 1985-90

This transitional bilingual education project served students who speak Ilokano, Samoan, or Tongan. A total of 210 students from five schools in five districts were served. The project implemented an early learning bilingual education model emphasizing language development and positive self-concept in the content areas. Activities included home tutorial instruction by parents and project staff, training for teachers and parents, development of study units for parents and children, and adaptation of classroom materials for bilingual/multicultural instruction.

13. **Project BIBS (Bilingual Intensive Basic Skills)**

Grades 7-8, 1988-92

This basic transitional bilingual education project served students who speak Hawaiian, Ilokano, Samoan, or Tagalog. One hundred students from six intermediate schools in four districts were served. The project implemented an instructional model that assisted limited English proficient students in developing the Essential Competencies and basic skills necessary to meet grade promotion and graduation requirements. Through bilingual assistance, project students were assisted in passing the Hawai'i State Test of Essential Competencies (HSTEC) at the secondary level. Other activities included adapting existing basic and life-skills materials for instruction, training project staff and other school personnel, and working with the Parent Advisory Committee.

14. **Project BESTT (Bilingual Education Skills Training and Testing)**

Grades 9-12, 1988-91

This basic transitional bilingual education project served limited English proficient students, mainly Cantonese, Ilokano, Samoan, Tagalog, and Vietnamese speakers, from five O'ahu Leeward District high

schools. It involved teacher trainees from the Bilingual Education Personnel Development Project at the University of Hawai'i. The project implemented a tutorial program to assist 375 limited English proficient students in meeting grade promotion and graduation requirements. Other project activities included adapting existing basic and life-skills materials for tutorial instruction, training project staff, and working with parents.

15. **Project PASS (Providing Assistance for Student Success)**
Grades 9-12, 1987-90
This was the first special alternative instructional project. It served 96 students in from 14 different language groups. Three high schools in three districts were involved. The project implemented Sheltered English instruction and cooperative learning strategies with the assistance of Resource Teachers to facilitate academic success and help students meet graduation requirements. Other activities included teaching with teams of content area teachers, training project staff and other school personnel, developing or adapting materials for Sheltered English instruction, and implementing parent involvement activities. This project initiated a Resource Teacher's manual on Sheltered Instruction and Cooperative Learning, which was published for national dissemination.

16. **Project *Akamai* ("Smart")**
Grades 9-12, 1989-92
This project was especially designed to address the needs of Hawai'i Creole English (Pidgin) speakers. It was implemented in six of the seven districts and served about 600 students. The project implemented a special alternative instructional program for Hawai'i Creole English speakers that focused on the use of ESL approaches (i.e., Sheltered English Instruction, Natural Approach) to facilitate the acquisition of Standard English, promote communicative competence, and help target students to meet grade promotion and graduation requirements. District-based resource teachers worked with content area teachers and team-taught to demonstrate oral communication strategies and sheltered instruction/cooperative structures.

17. **Project *Keiki* ("Child")**
Preschool-Kindergarten, 1989-95
This special alternative instructional project served 258 preschool and kindergarten children (ages 3-5) who come from homes where Hawaiian, Hawai'i Creole English, Ilokano, Samoan, or Tongan is spoken. Nine public and three private schools in five districts were involved. The project implemented an early education model to facilitate oral English proficiency, foster academic success through basic skills development, enhance social skills, and strengthen self-concepts. Teachers and parents worked together to provide a caring and supportive language-rich environment for young children with limited English proficiency. Other activities included staff training, materials development/adaptation, and parent involvement through tutoring, home visits, and training. This project was considered an exemplary project due to the increase of English language proficiency levels of project students.

18. **Project ACCESS (Assistance in Cross-Cultural and Career Education for School Success)**
Grades 9-12, 1989-95
This transitional bilingual education project provided bilingual instruction in cross-cultural and career education to speakers of Ilokano, Samoan, Tagalog, or Tongan. Approximately 118 limited English proficient students at seven schools in four districts were involved. Activities included project staff training, materials adaptation, and parent involvement through the Parent Advisory Committee.

19. **Project *Anuenue* ("Rainbow")**
Grades 9-10, 1991-95
This basic transitional bilingual education project served 144 Ilokano, Samoan, and Vietnamese students in four high schools and two districts. The project provided bilingual instruction, cross-cultural counseling, and support services through bilingual part-time teachers (PTTs) working in collaboration

with regular classroom teachers, counselors, and parents. The primary purpose for project services was to help potentially at-risk limited English proficient students achieve school success and thus prevent or overcome their feelings of alienation and failure in mainstream education. Other activities included developing and/or adapting regular classroom materials; training project staff and other school personnel, particularly the school counselors; and working with parents and with the project advisory committee. This project was deemed to be exemplary not only because of the regular school counselors' increased involvement and training, but also because of the increase in student achievement levels in math and science.

20. **'*Ohana* ("Family") Enrichment Literacy Students and Parents Education Partnership Program**
Grades K-12, 1992-95
This joint project with the University of Hawai'i was designed to address the needs of limited English proficient parents, and to nourish their literacy skills through intergenerational learning strategies (using the Kenan Model), various workshops, and one-on-one tutoring in English. Feeder schools (intermediate and high school) participated in activities at the project site, which was 'Ewa Elementary School in the Leeward District.

21. **Project Mathematics and Science Plus**
Grades 6-8, 1994-97
This project provided alternative, supplementary, and support services to students who speak Cebuano, Hawai'i Creole English, Ilokano, Korean, Lao, Samoan, Tagalog, Tongan, Vietnamese, and others. District resource teachers and part-time temporary (PTT) teachers worked with regular teachers to provide Sheltered English instruction in mathematics and science to help target students meet grade promotion and graduation requirements.

22. **Project *I Mua* ("Onward")**
Grades 6-8, 1994-97, 1997-99
Project *I Mua* provided bilingual and ESL instructional support to facilitate students' acquisition of English proficiency through instruction in math and science. Part-time temporary teachers (PTTs) and district resource teachers worked with regular teachers to help Ilokano and Tagalog students meet grade promotion and graduation requirements. This was an enhancement project.

23. **Project BEAMS (Bilingual Education Assistance in Mathematics and Science)**
Grades 7-12, 1994-97; Grades 9-12, 1997-99
This Leeward District project provided bilingual and ESL instructional support to Ilokano, Samoan, and Tagalog students. Part-time temporary teachers worked with regular classroom math and science teachers to help students meet course requirements and the Essential Competencies necessary for graduation. This project achieved its objective by significantly increasing the passing rate of LEP students on the Hawai'i State Test of Essential Competencies.

24. **Project *Keiki* ("Child")**
Preschool-Kindergarten, 1995-97
Located at Princess Nahienaena School on Maui, this enhancement project implemented an special alternative instructional program for Ilokano, Hawaiian, Hawai'i Creole English, Spanish, and Tongan speakers. It focused on the use of ESL approaches and multicultural strategies to prepare young children for formal schooling. Teachers and parents worked together to provide a caring and supportive language-rich environment for limited English proficient preschool children. The project enhanced the parents' role through a structured program to develop literacy skills, parenting skills, and career and employment skills.

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25. Niʻihau School of *Kekaha ʻKula Niihau O Kekaha*

Grades K-6, 1995-97

This project provided an enhancement and maintenance bilingual program for Hawaiian-speaking students. Bilingual education assistants assisted by a coach and lead teacher developed and delivered curriculum and instruction responsive to the students' language and cultural experiences to help them meet Hawaiʻi's Content and Performance Standards.

26. Project *Menebune* ("Little Helper")

Grades K-6, 1996-99

This project implemented a new, comprehensive, and coherent bilingual education program for limited English proficient students speaking Ilokano, Tagalog, or Samoan. Bilingual teachers and peer tutors became resources for language learning, concept development, and cultural sharing. Project teachers used research-based bilingual strategies to facilitate language acquisition and promote dual language proficiency for students to enable them to meet high and challenging content and performance standards. This project was deemed to be potentially exemplary. All objectives were achieved at exceedingly high rates, even though it was funded for only three years.

27. Project *Kilobana* ("Excellent")

Grades K-12, 1996-99

This project implemented the first Newcomer Centers for newly arrived immigrant students who were limited English proficient. Students received intensive orientation to school, assistance in English language development, bilingual instructional support in the content areas, and counseling and other support services. Project teachers worked to prepare limited English proficient students for academic, linguistic, and cultural adjustment during transition to the ESLL program or to a mainstream classroom. This project was deemed potentially exemplary, with objectives achieved particularly for newly arrived students. Commitment from project schools was demonstrated by the adoption of the project design through other resources.

28. Project *Malama O Keiki O Lānaʻi* ("Care for the Children of Lānaʻi")

Preschool-Kindergarten, 1997-99

Lānaʻi Elementary and High School in the Maui District implemented an enhancement special alternative instructional program for Ilokano, Spanish, Hawaiian, Hawaiʻi Creole English, and Tongan speakers that focused on ESL approaches and multicultural strategies to prepare young limited English proficient children for formal schooling. Teachers and parents worked together to provide a caring and supportive language-rich environment for preschool and kindergarten students. The project enhanced parents' role with a structured program to develop their literacy skills, parenting, and career and employment skills.

Each of the following projects is currently underway. Evaluation results will not be available until the completion of the funding cycle.

1. Project *Hoʻolokahi* ("To Bring About Unity")

Grades K-5, 1997-2002

This joint Honolulu District and University of Hawaiʻi project located at Princess Miriam K. Likelike Elementary School is implementing a schoolwide effort to reform, restructure, and upgrade the school's Special Alternative Instructional Program/ESLL in order to help each limited English proficient student improve English skills and attain high academic standards. The project aims to (1) develop a comprehensive school-based program that will support all limited English proficient students, and (2) expand on the school's family-based education programs through the Laulima Center, which serves all limited English proficient children, youth, and their families. The Cantonese, Ilokano, Samoan, Tongan, and Vietnamese students and their parents are the primary beneficiaries of this Title VII comprehensive school grant.

2. **Project *Laulima* ("Cooperation")**

Grades K-5, 1999-2002

This Honolulu District project located at Kauluwela Elementary School is assisting students in achieving high and challenging content and performance standards through bilingual/ESL strategies (e.g., Alternative Language Use). The project is supplementing the Core Knowledge program.

3. **Project *Malihini* ("Newcomer")**

Grades K-6, 1999-2002

Located at Jefferson Elementary School in the Honolulu District, this project is a comprehensive and coherent bilingual education program for newly arrived immigrant students who are limited English proficient. Through a Newcomer Learning Center staffed by bilingual teachers and parents, students are helped with language learning, cultural adjustment, and cognitive development to facilitate their transition to the mainstream classroom. Project staff assists students in achieving high content and performance standards through bilingual/ESL strategies.

4. **Enhancing Model Hawaiian Schools**

Grades K-12, 1999-2002

This project is being implemented by Kekaha Elementary School in the Kaua'i District and Hilo High School in the Hawai'i District. The project provides instruction in the Hawaiian language for students in grades K-12. Hawaiian students are being assisted in achieving high content and performance standards and attain grade promotion and graduation requirements. Bilingual teachers use strategies to develop language, cognitive understanding, and cultural appreciation in the Hawaiian language and culture.

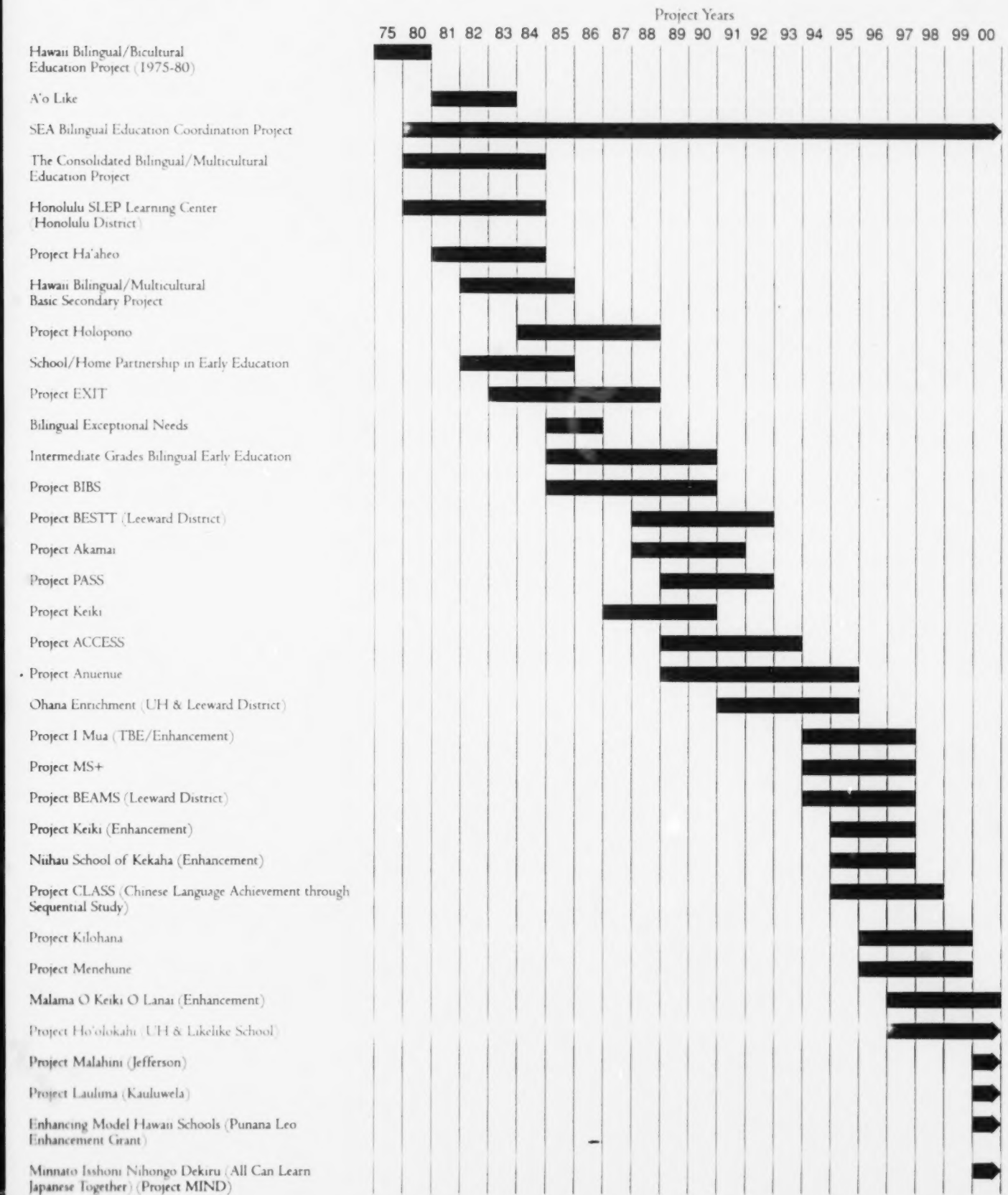
5. **Minnato Isshoni Nihongo Dekiru: All Can Learn Japanese Together (Project MIND)**

1999-2002

This project serves as a model for an outcome-based, articulated, sequential Japanese Foreign Language in the Elementary School (FLES) program. Qualified Japanese language teachers deliver Japanese language instruction through an interdisciplinary, standards-driven, meaningful curriculum. The goal is to enable students to use the Japanese language both within and beyond the school setting through two-way language learning, technology, and authentic learning experiences.

APPENDIX C

Hawaii DOE Bilingual Education Projects (1975-2000)


Project Years
75 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 00
Hawaii Bilingual/Bicultural Education Project (1975-80)
A'o Like
SEA Bilingual Education Coordination Project
The Consolidated Bilingual/Multicultural Education Project
Honolulu SLEP Learning Center (Honolulu District)
Project Ha'aheo
Hawaii Bilingual/Multicultural Basic Secondary Project
Project Holopono
School/Home Partnership in Early Education
Project EXIT
Bilingual Exceptional Needs
Intermediate Grades Bilingual Early Education
Project BIBS
Project BESTT (Leeward District)
Project Akamai
Project PASS
Project Keiki
Project ACCESS
Project Anuenue
Ohana Enrichment (UH & Leeward District)
Project I Mua (TBE/Enhancement)
Project MS+
Project BEAMS (Leeward District)
Project Keiki (Enhancement)
Niihau School of Kekaha (Enhancement)
Project CLASS (Chinese Language Achievement through Sequential Study)
Project Kilohana
Project Menehune
Malama O Keiki O Lanai (Enhancement)
Project Ho'olokahi (UH & Likelike School)
Project Malahini (Jefferson)
Project Laulima (Kauluwela)
Enhancing Model Hawaii Schools (Punana Leo Enhancement Grant)
Minnato Isshoni Nihongo Dekiru (All Can Learn Japanese Together) (Project MIND)

ABOUT THE AUTHORS

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